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ABSTRACT

This survey of language programs and language departments, based on questionnaires received from 53 school districts, focuses on general changes which have occurred in the past decade in the field of language instruction and current attitudes of administrators toward those changes. Questions raised in the report survey district positions toward the use of the New York State State Regent's examinations in foreign languages, language laboratories, innovative language courses, foreign language enrollment, media centers, administrative salaries, and department chairman work assignments. (RL)

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# FOREIGN LANGUAGE PRACTICES

## A Decade of Change?

Fifth Annual Survey 1971

developed by

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(FLACS)

FL002 213

## Avant-Propos

The Foreign Language Association of Chairmen and Supervisors is currently in its eleventh year of service to the profession. These years have been the halcyon years, the years of increase and of plenty in foreign language instruction. The pre-1959 years of myopia gave way to a hypermetropic decade.

And, rough-hew the last decade as we may, the benefits of millions of more culturally and linguistically perceptive students become the inheritance of the 70's.

Whether we continue our practice of giving our students the skills necessary to communicate with their peers of other lands depends, to a lesser measure on the availability of funds, but to a greater measure on our renewed belief that what we do is right.

No discipline in the vastly-increasing curricular offerings is more relevant to the needs of our peripatetic students who, if they would bring home the wealth of the Indies must carry the wealth of the Indies with them.

What will the 70's bring? I refer you to Section III of this survey as a prelude to the changes in our concepts of course offerings. We can look forward to:

1. Independent study in exotic languages
2. Study abroad as an integral part of our curriculum
3. Emphasis on the anthropological and sociological nature of a people
4. Mini-courses of 5-10 weeks duration
5. Non-language courses taught in a foreign language
6. Groups of junior and senior high school students flying abroad for winter and spring recesses-even for long weekends.

And for those who claim that "the world is too much with us", retirement benefits get increasingly more attractive.

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Explanation of terms:

100 survey forms were sent and 71 were returned.
If several surveys were returned from the same school district, a composite was prepared; hence, the reporting is on the basis of 53 school districts.

I. DO YOU STILL ADMINISTER THE (New York State) REGENTS EXAMINATION IN FOREIGN LANGUAGES?

Yes.. 50
No... 2
Optional.. 1

I. A. IF YES, AFTER HOW MANY YEARS?

1. School Districts with a single-track program:

After 3 years - 23
After 4 years - 3
After 3 or 4 years, depending upon student's ability as judged by teachers - 2

2. School Districts with a multiple-track program:

After 6 years for those beginning in FLES; after 3 years for others - 4

After 5 years for those beginning in FLES; after 3 years for others -3

After 3 years for A-LM track; after 4 years for others - 2

After 3 years for above-average students; after 4 years for others - 2

Various other plans reported once each by 14 Districts

I. B. IF NO, WHEN WAS THE REGENTS DISCONTINUED?

June, 1970 - 1
Don't know - 1

COMMENTS: The past ten years have increased the Respondents' mistrust of the Regents, if not its administration.

Several (11) complained about the late announcements of proposed changes.

Others (11) find Regents review a waste of time, albeit necessary to assuage a teacher's conscience.

Still others (4) find the Regents format too narrow.

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II. DO YOU STILL HAVE A LANGUAGE LABORATORY INSTALLATION?

(defined in this Survey as an "installation consisting of several recording and/or listening positions in one location")

Yes... 30 No... 17 No response... 6

II.A. IF YES, HOW LONG HAVE YOU HAD THIS INSTALLATION?

| | | |
|---|---|---|
| 13 years.. 4 | 8-10 years.. 9 | fewer than 2 years .. 2 |
| 12 years.. 4 | 5- 7 years.. 2 | |
| 11 years.. 5 | 2- 4 years.. 4 | |

A. 2. WHAT IS THE NAME OF YOUR INSTALLATION?

| | |
|---|---|
| Rheem-Califone | 13 |
| Monitor | 5 |
| Linguatrainer | 2 |
| Sonocraft | 2 |
| Magnetic Recording Industries | 2 |
| A V Communication | 1 |
| E F I | 1 |
| Tech Aid | 1 |
| Audio Teaching Center | 1 |
| System Equipment Corp | 1 |

A. 3. IS YOUR LAB:

| | |
|---|---|
| Very effective | 5 |
| Moderately effective | 15 |
| Ineffective | 10 |

A. 4. ARE YOU PLANNING TO REMOVE IT?

Yes.... 2 No.... 13 Don't know or no answer.... 15

A. 5. ARE YOU PLANNING TO REPLACE IT?

Yes.... 5 No.... 10 Don't know or no answer.... 15

II. B. 1. IF NO, DID YOU EVER HAVE A LANGUAGE LAB?

Yes.... 8 No.... 9

B. 2. WHEN WAS IT REMOVED?

| | |
|---|---|
| 1965.... 1 | 1968.... 1 |
| 1966.... 2 | 1969.... 1 |
| 1967.... 1 | 1970.... 1 |
| | No answer.... 1 |

B. 3. REASONS THAT THE LAB WAS REMOVED:

| | |
|---|---|
| Poor maintenance | 7 |
| Students destroyed it | 3 |
| Various other reasons, each reported by one District | |

COMMENTS: The past 10 years have not dimmed Respondents' view of the Lab. Those who were eager about it in 1961 still get misty eyed. Those who wanted no part of the monster have not changed.

Several (14) indicated that they still believe completely in its effectiveness; 8 of these 14 criticized the "Administration's" failure to supply prompt and efficient maintenance.

Of those (8) who have removed the Lab, 5 fault poor maintenance, 1 puts the blame on student vandalism, while 2 use both reasons.

It may be of interest to relate the Respondents' evaluation of the Lab with the installation; is one "brand name" more effective than another?

Table #1

Relation of Lab to degree of effectiveness

| Type of Lab | # of install. | Very effective | Moder. effective | In-effective |
|---|---|---|---|---|
| Rheem-Califone | 13 | 0 | 7 | 6 |
| Monitor | 5 | 1 | 4 | 0 |
| Sonocraft | 2 | 0 | 2 | 0 |
| Linguatrainer | 2 | 2 | 0 | 0 |
| Magnetic Rec. Ind. | 2 | 1 | 0 | 1 |
| System Equipment | 1 | 0 | 1 | 0 |
| E F I | 1 | 1 | 0 | 0 |
| Tech Aid | 1 | 0 | 1 | 0 |
| Audio Tchng. Cent. | 1 | 0 | 1 | 0 |
| A V Commun. | 1 | 0 | 1 | 0 |

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A. 4. Special programs

| | |
|---|---|
| Total immersion in French & Spanish: | 2 |
| European Culture and Civilization: | 1 |
| Commercial Spanish: | 1 |
| Senior Seminar: For. Lit. in Translations: | 1 |
| Modern Hispanic Literature: | 1 |
| Contemporary French Literature: | 1 |

III. B. TO BE OFFERED IN 1971-72

B. 1. Independent Study: 15 Districts
(other than the 15 reported in III A above) are planning to offer Independent Study in every language

B. 2. Independent Study into the works of individual authors: 1

B. 3. Special programs

Each of the following were reported by one District:

--French Drama
--French Conversation
--French Literature in Translation
--French poetry
--Spanish Drama
--Spanish Conversation
--Spanish Stenography
--Advanced Conversation (French & Spanish) to replace Level 5 and APP
--Italian Conversation
--TESOL (Teaching English to speakers of other languages)
--Two levels of FL in one year for second language students
--Separate civilization course in each FL
--Mini-Courses
--Chinese language, culture, history

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IV. DO YOU STILL OFFER THE APP COURSES AND EXAMS?

| | |
|---|---|
| Yes: | 17 |
| Discontinued: | 9 |
| Never offered: | 11 |
| No answer: | 16 |

IV. A. If yes, in which language?

| | | | |
|---|---|---|---|
| French: | 17 | Latin: | 3 |
| Spanish: | 16 | Italian: | 1 |
| German: | 3 | Hebrew: | 1 |

IV. B. If no, when did you discontinue APP?

| | | | |
|---|---|---|---|
| 1965: | 1 | 1968: | 1 |
| 1966: | 3 | 1969: | 0 |
| 1967: | 3 | 1970: | 1 |

IV. C. If you are offering the APP French course, is it the Language AP or Literature AP?

| | |
|---|---|
| Language AP: | 9 |
| Literature AP: | 4 |
| Both: | 0 |
| No Answer: | 4 |

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V. ENROLLMENT IN FOREIGN LANGUAGES

V. A. AS COMPARED WITH 1969-70, WHAT IS THE STATUS OF FOREIGN LANGUAGE ENROLLMENT?

| | |
|---|---|
| # District reporting over-all increase in F.L. enrollment: | 27 |
| # Districts reporting over-all decrease in F.L. enrollment: | 8 |
| # Districts reporting insignificant change, increase or decrease: | 18 |

V. B. 1. Increase by language

| Language | # District Reporting | Range of Increase (%) |
|---|---|---|
| Spanish | 21 | 1-30 |
| French | 14 | 1-20 |
| German | 7 | 1-22 |
| Italian | 4 | 1-100 |
| Latin | 4 | 10-100 |
| Russian | 3 | 14-15 |
| Hebrew | 1 | 5% |

B. 2. Decrease by language

| Language | # Districts Reporting | Range of Decrease (%) |
|---|---|---|
| Latin | 11 | 3-40 |
| French | 8 | 2-25 |
| German | 5 | 3-30 |
| Spanish | 3 | 1-10 |
| Russian | 2 | 25-100 |
| Italian | 1 | 10% |

C. Editorial Comments:

Despite the hue and cry about decreasing enrollment in foreign language classes, almost half (27 of 55) of the Districts responding to this survey indicated an increase in enrollment.

And, notwithstanding the lament about the disproportionate decrease in French enrollment, only 8 Districts reported a decrease, while 14 reported an increase and 21 reported no significant change. Quick addition and subtraction on the reader's part will result in the discovery that only 43 Districts are reported here which would result in the accurate assumption that 10 Districts failed to commit themselves on French.

The strongest gains are reported in Spanish with 21 increases reported as opposed to 3 decreases.

The surveyor, reflecting academic hindsight, should have requested actual enrollment, rather than percentages; but that provides a need for the 6th annual survey.

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VI. DO YOU HAVE A "MEDIA CENTER" OR "LEARNING CENTER"?

| | |
|---|---|
| Yes: | 16 |
| No: | 26 |
| No answer: | 11 |

COMMENT: Although the survey requested explanations and definitions, the results indicate that this concept is too new to fit a uniform definition.

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VII. SUPERVISORY ASSIGNMENTS, SALARIES, ETC.

A. SUPERVISORS (other titles used: Director, Coordinator, Curriculum Associate, Curriculum Director, etc.)

The following data refers only to those personnel with the responsibility of supervising foreign language instruction in 2 or more schools.

| # Schools Supervised | # Teachers in all FL depts. Supervised | # classes taught of 8 period day | Salary (10 months) Dollar Amount | Index |
|---|---|---|---|---|
| 12 | 48 | 0 | | 1.285 |
| 10 | 32 | 0 | | 1.235 |
| 9 | 57 | 0 | | 1.15 |
| 5 | 7 | 3 | | 1.08 - 1.10 a |
| 4 | 40 | 2 | | 1.29 b |
| 4 | 11 | 4 | | 1.10 |
| 3 | 14 | 1 | | 1.07 |
| 2 | 17 | 1 | | 1.12 |
| 2 | 13 | 2 | $1,600. | |
| 2 | 11 | 2 | 2,000. | |
| 2 | 10 | 3 | 775. | |
| 2 | 14 | 2 | 1,100. c | |
| 2 | 9 | 2 | 1,400. | |

All salaries, dollar amount or index, are based upon the teachers' salary schedule.

a. Range depends upon the number of teachers supervised
b. For 10½ months
c. Plus $10.00 per teacher over 5

VII. B. DEPARTMENT CHAIRMEN: (other titles: Team Leader; Department Head)

This data refers to those personnel who have responsibilities for supervising a Foreign Language Department in one school.

| # Teachers in dept. | # classes taught/ # periods in school day | SALARIES dollar amount | Index |
|---|---|---|---|
| 17 | 2/8 | | 1.10 |
| 16 | 2/8 | | 1.08 |
| 15 | 1/8 | | 1.15 |
| 14 | 2/8 | | 1.15 a |
| 13 | 3/8 | | 1.09 |
| 13 | 3/8 | | 1.08 |
| 12 | 2/8 | | 1.10 b |
| 12 | 3/8 | $400 - $900 | |
| 11 | 3/8 | | 1.12 |
| 11 | 3/8 | | 1.09 - 1.10 c |
| 10 | 3/8 | $1,000 a | |
| 10 | 3/8 | | 1.06 |
| 10 | 3/8 | $900. e | |
| 10 | 3/8 | $700. | |
| 9 | 3/8 | | 1.16 |
| 9 | 3/8 | $1,000. | |
| 9 | 3/8 | | 1.10 |
| 9 | 2/8 | $1,250. | |
| 9 | 2/8 | $700. | |
| 9 | 3/9 d | | 1.02 - 1.11 e |
| 8 | 3/8 | $14,200- $19,500 f | |
| 8 | 3/8 | | 1.10 |
| 8 | 2/8 | $700. | |
| 8 | 3/9 | $625. | |
| 8 | 2/7 | $1,200. | |
| 8 | 3/8 | $800. | |
| 8 | 3/8 | | 1.07 - 1.09 |
| 7 | 4/8 | $860. | |
| 7 | 3/8 | | 1.10 |
| 7 | 3/8 | | 1.10 g |
| 7 | 4/8 | $400. | |
| 6 | 4/8 | | 1.12 |
| 6 | 4/8 | $500. | |
| 5 | 4/8 | | 1.09 |
| 5 | 4/8 | | 1.16 |
| 5 | 3/9 | $675. | |
| 5 | 4/8 | $500. | |
| 5 | 5/7½ h | $650. | |

All salaries quoted are for a 10 month school year.

All salary differentials are based upon the Teachers' Salary Schedule, except as noted.

a. based upon # teachers

b. salary based upon Teachers BA Schedule, Step 1

c. salary based upon Teachers MA Schedule, Step 1, plus Merit Pay of $500-$1500.

d. time release depends upon # teachers

e. index depends upon # teachers

f. "flat" salary depends upon many factors

g. index goes to 1.15 in 1972

h. SIC!

- end of Fifth Annual Survey -